



Institutional Effectiveness Plan Fiscal Year 2015

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PURPOSE OF THE INSTITUTIONAL EFFECTIVENESS FUNCTION

Wiregrass Georgia Technical College is committed to an ongoing approach to evaluation of institutional effectiveness through a systematic, explicit, and documented approach to assessment and continuous improvement of all processes. The purpose of the Institutional Effectiveness (IE) function is to provide leadership, assistance, and support to the faculty and staff in the process of evaluation and planning for accreditation, accountability, and institutional effectiveness to ensure fulfillment of the college mission.

While all employees and students, as well as stakeholders in the community, are involved in the IE process, the executive director for institutional effectiveness, who is a member of the college leadership team, has the ultimate responsibility for designing and coordinating the college-wide assessment process. The senior leadership team, which serves as the Institutional Effectiveness Committee, with direct input from the executive director, provides assistance in design of assessment strategies, identification of areas for evaluation, and review of assessment results for all areas of the college. The institutional effectiveness department implements its purpose through activities in the following general categories:

- review and update of the college mission statement
- strategic planning
- review of planning documents and processes
- periodic updates for master plans for facilities, technology, and other major functions
- internal and external customer evaluations
- assessment of expected outcomes
- maintaining compliance with federal, state, and accrediting agency guidelines

Since the IE processes are ongoing and systematic, the department, supported by faculty and staff throughout the institution, utilizes various methods to gather information, evaluate results, implement improvements, and re-evaluate the use of results. Effective evaluation and planning also relies upon interaction with students and faculty, as well as suggestions from community representatives and members of advisory committees.

ORGANIZATION

Working with assistance and support of the Institutional Effectiveness Committee and in coordination with the units of the college, members of the IE department staff assist in data collection and analysis, distribute information to college-wide points of contact, monitor data analysis and identification of improvement plans, and provide input for management decisions. The graphic in Figure 1 below shows the organizational structure of the department.

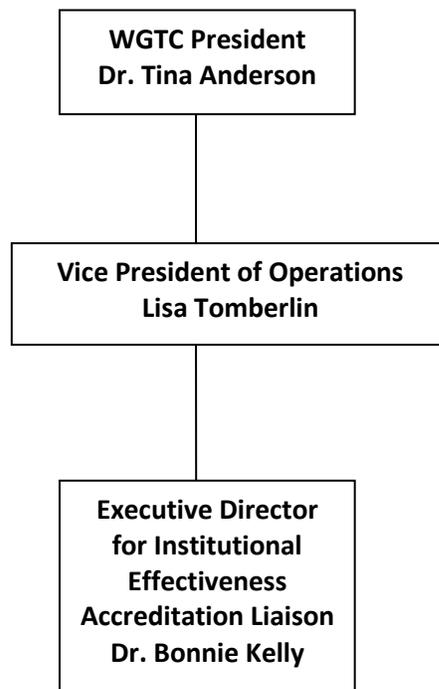


Figure 1. Organizational Structure – IE Department

EVALUATION AND PLANNING PROCEDURE

A graphical representation of the evaluation and planning procedure shown in Figure 2 illustrates the functional relationships of an integrated, research-based IE process that promotes continuous improvement of the institution's programs and services.

Wiregrass Georgia Technical College Evaluation and Planning Procedure

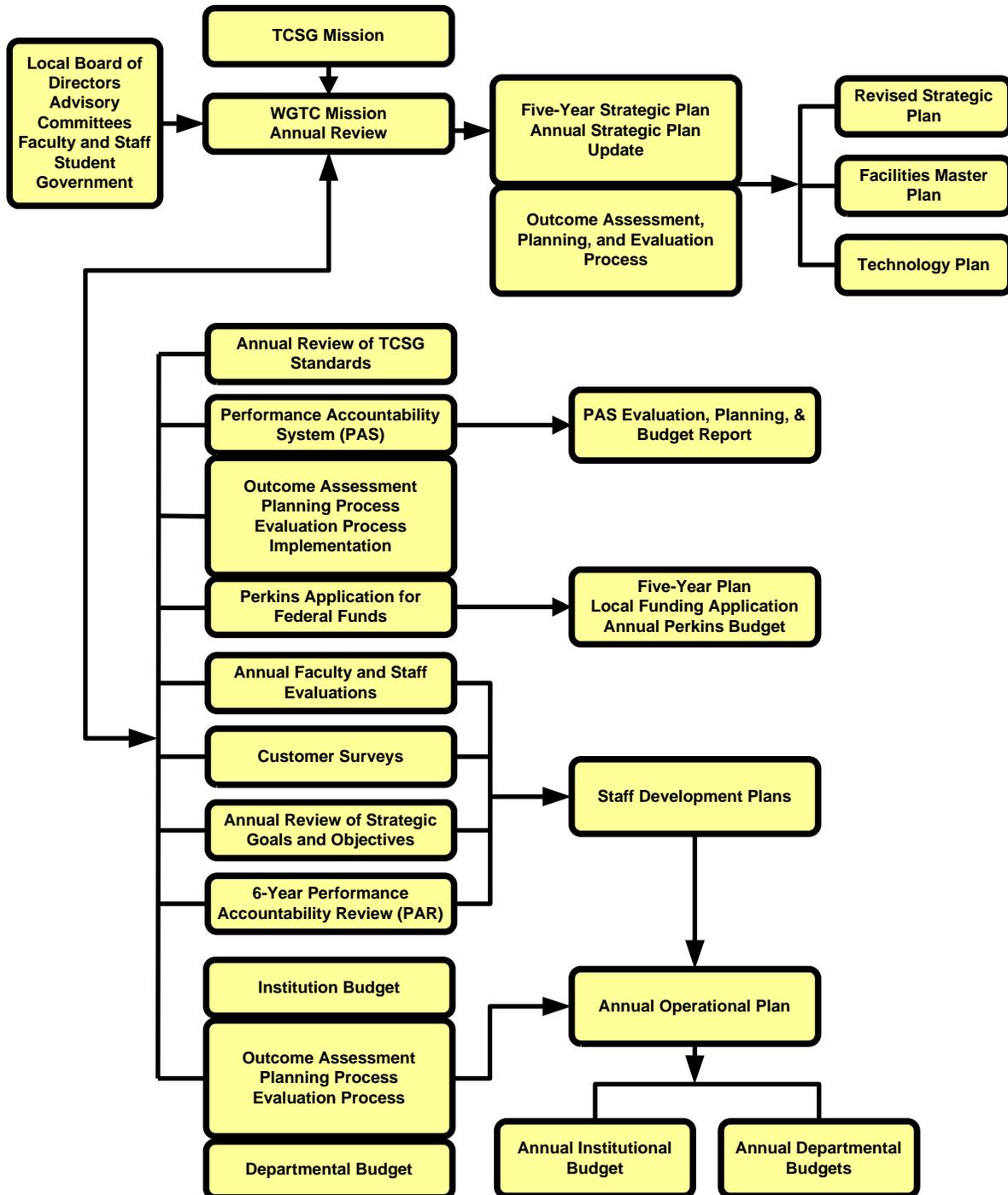


Figure 2. Evaluation and Planning Procedure

COMPONENTS OF THE INSTITUTIONAL EFFECTIVENESS MODEL

The college has established components that comprise its Institutional Effectiveness Model. These components, shown in the graphic illustration in Figure 3, represent processes for research, evaluation, assessment, and planning that exist to improve programs, services, and student learning and to demonstrate the progress of the college in fulfilling its stated mission. The narrative below briefly describes each component of the model.

WIREGRASS GEORGIA TECHNICAL COLLEGE
Institutional Effectiveness Model Components

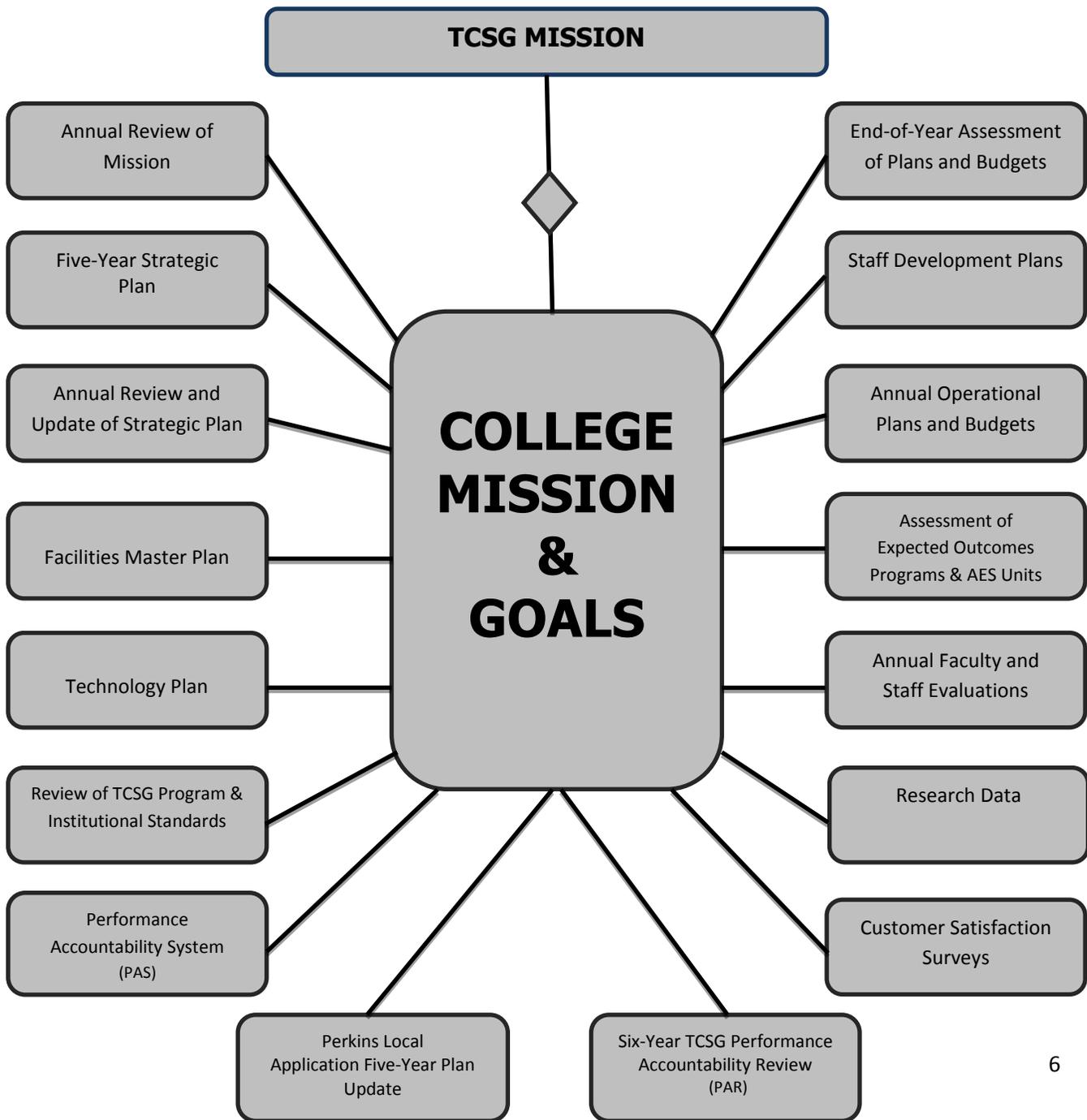


Figure 3. Institutional Effectiveness Model Components

ANNUAL REVIEW OF THE COLLEGE MISSION STATEMENT

The college conducts an annual review of the mission statement, which serves as a platform for all programs and services provided by the institution. Stakeholders, including program advisory committees, faculty and staff, and students review the mission statement and contribute suggestions for additions, deletions, or changes. All input is reviewed by the leadership team and presented to the local board of directors for recommendations or approval. The executive director for institutional effectiveness is responsible for coordinating the review, revision, and dissemination of the mission statement. The College's accreditation agencies are notified when the mission is approved by the State Board of the Technical College System of Georgia.

Table 1: Annual Mission Review Process

Group Description	Participants	Timeframe
Institutional Planning Team	WGTC Faculty, Staff & Local Board Members	January
Strategic Planning Committee	Faculty & Staff	March
Local Board of Directors	Local Board Members	April
Student Leadership Council	Student Leaders	May
Program Advisory Committee	External Community Partners	October
Institution	All Faculty & Staff	Ongoing

STRATEGIC PLANNING

Once every five years the college undergoes a new strategic planning process, facilitated and supervised by the executive director for institutional effectiveness. With input from faculty and staff, students, local board members, trustees, and the local community, the current and projected needs of the service area are analyzed. Planning activities include national, state, local, and institutional trend analysis, as well as evaluation of resources that are currently available or that should be included in long-range future plans.

The strategic plan, which includes strategic goals and objectives, is the basic planning document which serves as a compass for all college-wide planning activities. The latest strategic plan for Wiregrass Georgia Technical College spans calendar years 2013 to 2018.

ANNUAL UPDATE OF STRATEGIC PLAN

Each year, members of the leadership team review, evaluate, and update the strategic goals, objectives, and expected results that were established the previous year. The executive director for institutional effectiveness is responsible for the strategic goals update process. Results, including deficiencies and achievements, contribute input for improvements and objectives for the coming year. These conclusions also provide information for unit, departmental, and institutional budget preparation.

FACILITIES MASTER PLAN

Following identification of needs by the strategic planning process, the college leadership team prepares a campus-wide plan for new facilities and renovations. The Facilities Master Plan contains long-range plans for facilities and capital equipment that will be required to fulfill the mission of the college. Each year, the college submits a proposal requesting approval for capital outlay projects to the Technical College System of Georgia (TCSG) through the Performance Accountability System (PAS). The Facilities Master Plan provides a framework for capital outlay and major repair and renovation funding requests. The Vice President of Operation coordinates the preparation and implementation of the Facilities Master Plan.

TECHNOLOGY PLAN

The strategic plan, with supporting strategic goals and objectives, identifies potential advancements in technology with a basis for planning, budgeting, and implementing appropriate technological improvements. Included in the Technology Plan are plans for communication infrastructure, equipment, operating systems, software, and other resources needed for all campus sites. The college requests state improvement funds for technology annually through the PAS evaluation, planning, and budget submission.

Completed in 2013, the Wiregrass Georgia Technical College Technology Plan accommodates the projected technological needs for the newly merged college. The chief information officer, assisted by the technical support staff and members of the leadership team, coordinates the development and implementation of the Technology Plan.

REVIEW OF PROGRAM STANDARDS

Program faculty and academic administrators review curriculum and general program standards on an ongoing basis to assess compliance with evaluative criteria established by the PAS system. Program faculty members participate in consortium reviews and contribute input to decisions related to curriculum changes.

Program advisory committees review all educational programs each year in order to recommend admission requirements, program content, program length, program objectives, competency tests, instructional materials, library resources, equipment, method of evaluation, and level of skills and/or proficiency required for completion. The annual review is also used to evaluate the program in reference to the current employment needs in the local service area. In addition, members of the advisory committee consider the length and tuition of each program in relation to the documented entry-level earnings of the completers. Student enrollment and graduation rates, placement rates, industry technology changes, and demographic data all may provide indications that a program needs revision or deletion. Program faculty members, supported by academic administrators, are responsible for obtaining advisory committee input, evaluation of student learning outcomes, and curriculum revisions.

PERFORMANCE ACCOUNTABILITY SYSTEM (PAS)

Established by the Technical College System of Georgia (TCSG) to promote quality in technical education, the Performance Accountability System (PAS) sets guidelines and criteria for program evaluation to be implemented on an annual schedule. In the PAS model, programs are evaluated with respect to adherence to program standards and performance measures with minimum standards for Level One programs and corrective action plans for Level Two programs. The level one compliance measures for program group assessment are: Admissions Procedures, Program Structure, Instructional Content, Employability Skills-Work Ethics, Advisory Committee Input, Health and Safety, Warranty Activity, and Online Instruction. Program groups must also meet the benchmarks for the six key performance indicators. These are Enrollment, Enrollment Trend, Graduates, Graduate Trend, Placements, and Placement. Any program group with four or more deficiencies in the six key performance areas will complete and submit a performance improvement plan. The PAS system also includes plans for improvement as well as budget proposals and recommendations for equipment, personnel, and physical facilities. The executive director for institutional effectiveness is responsible for completing the annual PAS report.

PERKINS FUNDING APPLICATION AND ANNUAL BUDGET

The Technical College System of Georgia (TCSG) distributes Carl Perkins Act funds to eligible Postsecondary programs that have completed an approved annual One-Year Funding application and corrective action plan (if necessary). A Perkins Planning Team facilitates the development and coordination of activities associated with Perkins funding. The application and plan constitute an agreement between the College and TCSG for the receipt of these federal funds. The agreement ensures that the College will operate, maintain, and fund the programs and services as identified in the application. Wiregrass Georgia Technical College must meet each of the mandates listed in the table below to expend Perkins funds:

Table 3: Nine Perkins Mandates

Mandate	Description
Mandate 1	Strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of academics with career and technical education programs through a coherent sequence of courses.
Mandate 2	Link career and technical education at the secondary level and career and technical education at the postsecondary level, including by offering the relevant elements of not less than one career and technical program of study
Mandate 3	Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.
Mandate 4	Develop, improve, or expand the use of technology in career and technical education.
Mandate 5	Provide professional development programs to secondary and postsecondary

	teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs.
Mandate 6	Develop and implement evaluations of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met.
Mandate 7	Initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology.
Mandate 8	Provide services and activities that are of sufficient size, scope, and quality to be effective.
Mandate 9	Provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.

WGTC must implement career and technical education activities to improve performance on these federally mandated benchmarks. The College employs assessment activities to determine the effectiveness of existing activities to meet its on-going Perkins goals. The Perkins core indicators include:

- Core Indicator One - Student attainment of challenging career and technical skill proficiencies, including student achievement on technical assessments that are aligned with industry-recognized standards, if available and appropriate.
- Core Indicator Two - Student attainment of an industry-recognized credential, a certificate, or a degree.
- Core Indicator Three - Student retention in postsecondary education or transfer to a baccalaureate degree program.
- Core Indicator Four - Student placement in military service or apprenticeship programs or placement or retention in employment, including placement in high skill, high wage, or high demand occupations or professions.
- Core Indicator Five - Student participation in, and completion of, career and technical education programs that lead to employment in non-traditional fields.

Non-compliance with any of the core indicator benchmarks requires a written corrective action plan to address how the College will improve its performance. Evaluation of the effectiveness of the corrective action plans is conducted annually.

Funds are allocated based on the number of individuals who are federal Pell grant recipients at the college. The president and the local board of directors initially approve the budget, after which TCSG reviews the application to ensure compliance with state and federal regulations. Once the review process is complete, the college receives approval for expenditure of funds. Any changes in the original application during the fiscal year require written notification by the president and approval by the TCSG staff. The Performance Accountability Review (PAR) committee audits Perkins expenditures on campus once every six years.

TCSG Performance Accountability Review (PAR)

The Performance Accountability Review (PAR) supports continuous improvement in the quality and effectiveness of technical programs and services within the Technical College System of Georgia (TCSG). It is the capstone of the Performance Accountability System (PAS), and Wiregrass Georgia Technical College faculty and administrative staff members participate in this system. The Office of Institutional Effectiveness coordinates the review in cooperation with the Academic Affairs unit and other units as necessary.

Data supplied through PAS reports provides useful data regarding the College's effectiveness. In turn, the PAR provides human interaction to validate self-evaluations of standard operating procedures, and adds critical analysis to the interpretation of regular operations. By combining a peer review with the college's self-evaluation, the PAR includes a rigorous level of assessment and leadership into the determination of performance accountability.

The PAR serves several purposes, including verification that program standards are being properly implemented in every institution. Also, it serves to monitor the implementation of improvement plans and to verify the College's compliance with federal regulations. Wiregrass Georgia Technical College integrates its review with planning and improvement projects as part of the preparatory process for the review or as a preview for subsequent reviews by accrediting agencies.

There are two types of PAR, the Comprehensive PAR and the Risk-based PAR. The Comprehensive PAR includes a review of the College's compliance with all state standards and regulations regarding instructional programs and college operations, as well as federal policies regarding Perkins monies. Each system college has a Comprehensive PAR every six years.

The Risk-based PAR, however, is purposed solely to monitor the College's compliance with fiscal policies and federal regulations regarding the use and documentation of Perkins monies. Each college receives a Risk-based score annually. The Risk-based score is used to determine whether or not the institution will have a Perkins review in addition to the Six-Year Review. The Risk-based assessment score is based upon the following four categories:

1. Audit Score (each college will receive a score equal to double the official audit score— unless the college received an official score of '1', which equates to no audit findings; in this case, the college will receive a '0' audit score, for the Risk-based process)
2. Perkins PAR findings (0 to 6 points, based upon the severity of the findings)
3. Amount of Perkins grant (1 point per \$250,000)
4. Perkins performance (1 point per measure missed by the total college population)

The most recent PAS report submitted to the State Office is used as the information base for the review. The PAR team, comprised of peers from other colleges, verifies the institution's PAS annual self-evaluation and makes further determination of the institution's performance. The

team reports its findings to the president of the college under review, who then responds with an answering report. Both reports are forwarded to the Commissioner of TCSG. The Commissioner may make recommendations and a final written report is then made to the college, allowing further opportunities for response. The recommendations from the PAR may then be used to plan improvements and budget items for the college's next PAS report. This concludes the PAR cycle and begins a new one.

CUSTOMER SATISFACTION SURVEYS

The comprehensive planning and evaluation process includes assessment of learning outcomes for educational programs and evaluation of achievement of goals and objectives in administrative and educational support (AES) units. In addition, the college collects and compiles information to assess training and services using surveys, questionnaires, and reports from its internal and external customer base. Examples of these instruments include:

- Business and Industry Training Needs Survey
- Graduate Survey
- Employer Satisfaction Survey
- Colleague Surveys
- Marketing Survey
- Student Satisfaction Survey
- Instructor / Course Evaluation
- Program Student Learning Outcome Assessments
- AES Unit Customer Satisfaction Assessments

Results of these evaluations are used in operational and strategic planning for program changes, new program development, facilities planning, and budget planning. The college-wide planning and budget process is supported by the results of outcome assessments, analysis of performance data, and feedback from surveys. While findings are used to establish and revise strategic objectives, they also provide input for construction of a program of work for administrators, completing staff development plans for all faculty and staff, and to develop the annual operational budget.

RESEARCH DATA

The college collects research through the use of institutional, state, regional, and federal data sources and compiles information as needed for decision-making and improvement of training and educational services.

ANNUAL FACULTY AND STAFF EVALUATIONS

During the final semester of the fiscal year, an administrator from the appropriate area conducts a written evaluation of all full-time faculty and staff. Upon completion of the written review, the

administrator meets with each instructor individually and discusses the evaluation. If there are deficiencies noted during the evaluation process, the administrator provides a written improvement plan that calls for follow-up of the employee's performance within a three- or six-month interval as outlined by the improvement plan.

Part-time faculty members also receive evaluations conducted by the lead instructor responsible for oversight of the respective course at least yearly and often during each semester in which they teach. Evaluations are based on direct classroom observation and recorded on the Adjunct Evaluation Form. Online instructor evaluations are based on Learning Management System (LMS) reports and online content. Findings are recorded on the Faculty Evaluation for Online/Hybrid Courses form. Students evaluate instructors in every class using confidential questionnaires at the end of each semester. After tabulating the results, department heads share the information with instructors and keep the tabulations with comments on file. Students submit online class evaluations of instructors to department heads at the end of each semester. For decisions regarding improvement of programs, department heads consider several components in the end-of-year faculty evaluations including: successful completion of professional development activities, evaluations by students, and classroom observations by administrators.

ASSESSMENT OF LEARNING OUTCOMES AND QUALITY OF EDUCATIONAL SUPPORT SERVICES

Student learning outcomes assessment, which is based on the institutional mission statement, strategic goals, objectives, and expected outcomes related to effective educational programs, is implemented by the faculty for each program group. Program groupings may consist of interrelated degree, diploma, and technical certificate programs. Outcomes assessment is also conducted in general education and learning support areas. Assessment activities include identification of expected outcomes, development of appropriate means of assessment, analysis of results, and demonstration of the use of assessment results to improve student learning.

Tools for evaluation include both locally developed and standardized tests and questionnaires, practical applications, observations, and capstone projects. In the annual timeline, expected outcome statements and appropriate means of assessment are developed and prepared for implementation during the academic fiscal year beginning in August and ending in August. Program faculty members are responsible for assessing student learning outcomes.

Assessment in Administrative and Educational Support (AES) Units is implemented within the fiscal year time frame, July to June of each year. These activities are part of the overall initiative to improve institutional effectiveness at the college. Like assessment in the academic units, the purpose of assessment implementation in the AES units is to improve the services provided for students and, ultimately, to improve learning. All units must be able to demonstrate their support and contributions to the mission of the college. Unit supervisors are responsible for assessment of outcomes in the AES units.

In the process of identification and development of administrative objectives, directors and staff in the AES unit utilize information provided by surveys, accreditation agencies, state requirements,

enrollment trends, student comments, placement and employment retention data, social characteristics, and economic projections. Objectives must be related to the service provided by the unit and directly under the control of the unit. In the assessment process, faculty and staff not only identify expected outcomes and assess achievement of these objectives, but also provide evidence of improvement based on analysis of those results.

The executive director for institutional effectiveness provides leadership, group training, support, and documentation for outcomes assessment activities. Training sessions are conducted on campus by college administrators and/or outside consultants, as well as through professional training experiences at other locations.

STAFF DEVELOPMENT PLANS

All full time faculty and staff members participate in planning, implementation, and evaluation of staff development activities, based on individualized staff development plans. Plans are developed based on priority of need as determined by the individual and his or her supervisor. Prepared and filed at the beginning of each fiscal year, the staff development plan includes required training such as those related to state requirements and accreditation, as well as selected activities designed to promote individualized professional growth and improvement. The executive director for human resources coordinates the staff development process.

PLANNING, EVALUATION, AND BUDGET PROCESS

Faculty and staff review and assess goals, objectives, activities, and budgets at the end of each fiscal year. To prepare for the next year, departmental supervisors document results and update institutional effectiveness plans and budgets. These revisions are designed to ensure feasibility, as well as to maintain continuous improvement in all educational programs and services in order to accomplish the mission of the college.

As shown in Figure 4, the budget planning process is supported by program and departmental planning, input from the strategic planning process, and information gathered from faculty and staff, students, stakeholders in the community, and accreditation requirements. While financial constraints must be carefully considered, the planning process is a critical component of final budget proposals.

Wiregrass Georgia Technical College
Operational Planning and Budget Process

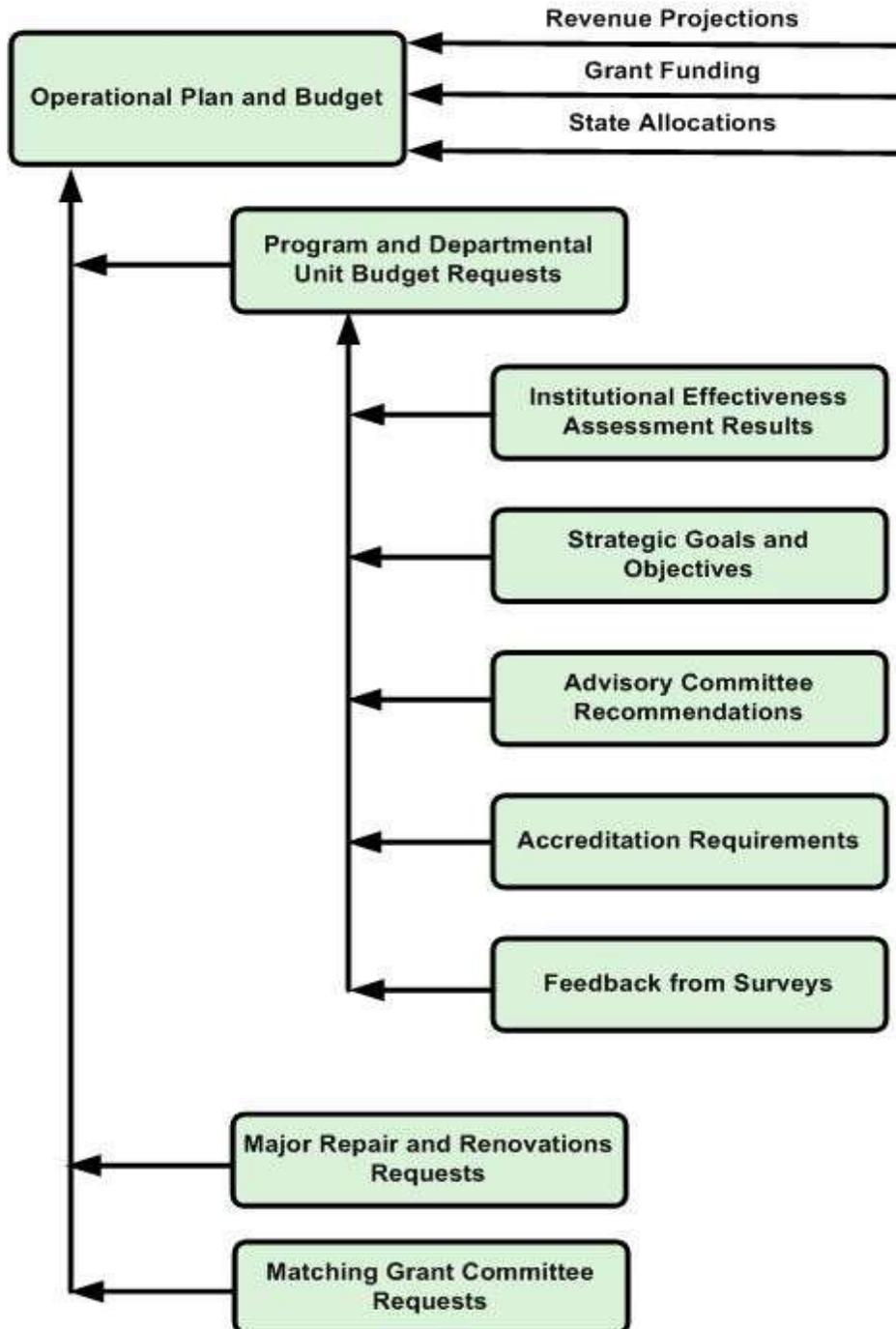


Figure 4. Operational Planning and Budget Process

PLANNING AND EVALUATION CALENDAR

Responsibilities and timelines for evaluation and planning activities are outlined in the Institutional Effectiveness Planning and Evaluation Calendar shown in the following section. The table (Table 2) below outlines the Institutional Effectiveness Planning Calendar which includes the approximate occurrences of annual operational planning activities. Figure 5 illustrates the institutional effectiveness cycle as it relates to the sequence of the academic year.

Table 2: Institutional Effectiveness Planning Calendar

Description		Timing
1	Assessment of Operational Plan (previous year)	Aug-September
	<i>Input Analysis of Results and Use of Results in TracDat</i>	
	<i>Collect departmental data</i>	
	<i>Gather supporting evidence to document</i>	
	<i>Generate data summary reports for President and VPs</i>	
2	Institutional Review of Operational Plan	September
	<i>Annual Report on Operational Plan Provided to College</i>	
	<i>Suggestions for Improvement Solicited/Implemented</i>	
3	Advisory Committee Review Operational Plan Results	November
	<i>Review College Mission</i>	
	<i>Suggestions for Improvement Solicited/Implemented</i>	
4	Review Advisory Committee Recommendations	November, Dec, Mar, Apr
5	Presidential Review of Results with the College	December
6	Institutional Annual Planning Meeting	January
	<i>Review College Mission</i>	
	<i>Review Goals/Outcomes from Previous Year</i>	
	<i>Use of Results Analysis - Recommendations Made as Needed</i>	
	<i>Develop Goals/Outcomes for Upcoming Year</i>	
	<i>Draft Operational Plan for Upcoming Fiscal Year</i>	
7	Departmental Objectives Developed	February
8	Annual Operational Plan Developed (Final Draft)	March-April
9	Departmental Budgets Submitted	March-April

10	Performance Accountability System (PAS) Review	March-May
	<i>Annual Institutional and Academic Program Evaluation & Assessment</i>	
11	Local Board Review of Upcoming Operational Plan	April
12	Perkins Budget Submission	April
13	IPEDS Reports Submitted	April
14	Review Advisory Committee Recommendations	May
15	Submit PAS Report (enrollment, graduation, placement)	May
16	Annual Outcome Report Completed	Aug-September
17	Presidential State of the College Address	June
18	Academic Program Review (Internal)	Ongoing
19	Student Learning Outcomes	Ongoing

**Wiregrass Georgia Technical College
Institutional Effectiveness Cycle Applied to Academic Year Sequence**

Planning/Evaluation Activity	Annual Planning and Evaluation												Person Responsible
	Fall Semester				Spring Semester				Summer Semester				
	<u>Sep</u>	<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>	<u>Mar</u>	<u>Apr</u>	<u>May</u>	<u>Jun</u>	<u>July</u>	<u>Aug</u>	
Instructor Evaluations by Students													Academic Deans
Employer Surveys/Graduate Surveys													Career Services Coordinator
Review Mission, Strategic Goals and Objectives													Executive Director for Institutional Effectiveness
Assessment Reports, Prior Year													Academic Deans, Departmental Supervisors
Assessment Plans, Current Year													Academic Deans, Departmental Supervisors
Student Satisfaction Surveys													Executive Director for Institutional Effectiveness
Colleague Satisfaction Surveys													Executive Director for Institutional Effectiveness
Advisory Committee Evaluations													Academic Deans
Strategic Plan Update													Executive Director for Institutional Effectiveness
Unit Operational Plans and Budgets: (New Year)													Vice Presidents, Academic Deans, Departmental Supervisors
One-Year Funding Application - Perkins													Executive Director for Institutional Effectiveness

Wiregrass Georgia Technical College
Institutional Effectiveness Cycle Applied to Academic Year Sequence

Planning/Evaluation Activity	Annual Planning and Evaluation												Person Responsible
	Fall Semester				Spring Semester				Summer Semester				
	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	July	Aug	
Performance Accountability System													Executive Director for Institutional Effectiveness
Instructor Evaluations by Students													Academic Deans
Faculty and Staff Evaluations													Vice Presidents, Academic Deans, Departmental Supervisors
Individual Staff Development Plans													Vice President for Academic Affairs, Academic Deans, Departmental Supervisors
Annual Financial Plan and Budget													Vice President for Administrative Services
IPEDS Report Submitted													
End of Year Assessment: Unit Operational Plans and Budgets (Current Year)													Executive Director for Institutional Effectiveness
End of Year Assessment: Staff Development Plans													Vice President for Academic Affairs, Academic Deans, Departmental Supervisors
End of Year Assessment: Strategic Goals and Objectives													Executive Director for Institutional Effectiveness

Figure 5. Institutional Effectiveness Cycle

SUMMARY

The ultimate objective of the evaluation and planning function is to maintain continuous improvement in all educational programs and services in a coordinated effort to accomplish the mission of the college. As illustrated by the Planning and Evaluation Model above, Wiregrass Georgia Technical College engages in continuous, systematic planning and evaluation processes designed to improve training and educational services. Improvements take place as a result of effective planning and appropriate budgeting of funds for improved facilities, equipment, human resource training and development, new and improved programs, and updated systems for instruction and student services.

GLOSSARY OF TERMS

Annual Plan Report: A compilation report of all division and departmental unit plans.

Assessment: The process of documenting, usually in measurable terms, knowledge, skills, attitudes and beliefs. An ongoing process aimed at understanding and improving student learning.

Assessment Cycle: Refers to the calendar cycle of planning and assessment that includes annual submittal of plans from academic and administrative units and the follow-up assessment review. It also includes the calendar cycle review of the college's mission statement, strategic plan and Institutional Effectiveness process. WGTC's assessment cycle coincides with our fiscal year and runs from July 1 to June 30.

ASSET: Assessing Student Success in Entry and Transfer – an assessment for course placement.

Attrition: Loss of students through means other than graduation.

BANNER: Oracle based e-educational solution: electronic record keeping.

Benchmark: A standard by which performance may be measured.

CAAHEP: Commission on Accreditation of Allied Health Education Programs – CAAHEP is the largest programmatic accreditor in the health sciences field. In collaboration with its Committees on Accreditation. CAAHEP reviews and accredits over 2,000 educational programs in twenty (20) health science occupations.

Closing the loop: The process of analyzing assessment results and using them to implement improvements in educational programs/services/student learning/student experience.

COC: Commission on Colleges – The Commission on Colleges of the Southern Association of Colleges and Schools is the recognized regional accrediting body in the eleven U.S. Southern states (Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas and Virginia) and in Latin America for those institutions of higher education that award associate, baccalaureate, master's or doctoral degrees.

College Plan: The College Plan lists the desired outcomes, assessment methods for the fiscal year, the actual results, analysis, and the use of results for improvements.

COMPASS: Computer-adapted Placement Assessment and Support Services – a series of basic skills assessments completed on a computer.

Competency: A related group of student learning outcomes resulting in a general ability or skill. (Example: general education competency).

CPE: College Placement Exam.

Criteria: Kind of evidence collected as a marker of quality.

Culture of Evidence: A spirit of reflection and continuous improvement based on data. Facts are available to assist decision making.

Curriculum Mapping: A matrix showing where goals and outcomes are covered in each program course.

Data Management: the description, organization, handling, control, analysis and reporting of information for any purpose.

Department/Division: Administrative office/unit that provides services which maintain the college and are essential to its operations.

Direct vs. Indirect Assessments:

Direct methods of assessment require students to produce work so that reviewers can assess how well students meet expectations. (Project, presentation, or portfolio, etc.)

Indirect methods of assessment provide opportunities for students to reflect on their learning experiences and inform the reviewers their perceptions of their learning experience. (Surveys or interviews).

Division/Departmental Assessment: Assessment of Academic Divisions and Administrative Departments.

TCSG: Technical College System of Georgia.

Note: In the year 2008, the Georgia General Assembly amended Article 2 of Chapter 4 of Title 20 of the Official Code of Georgia Annotated, relating to technical and adult education, to change the name of the Department of Technical and Adult Education (DTAE) to the Technical College System of Georgia (TCSG).

Dual Credit: The receipt of high school and college credit for the same course for qualified high school students enrolled in college-level courses.

Dual Enrollment: High school students who enroll in a program of study that is agreed upon by the secondary school and WGTC.

EAGLE: Excellent Adult Georgian in Literacy Education.

Evaluation: Process that provides information about an activity, program, etc. for purposes of making decisions about merit or worth. (Michael Theall, Field Guide to American Leadership)
Example: Evaluate employee job performance – determines worth/value.

Evidence: Information deliberately organized to support a claim.

EVP: Executive Vice President.

External Program Review: Performance Accountability Review (PAR) – An external, comprehensive on-site review is conducted by a team of Georgia technical college presidents, faculty, staff, and selected TCSG personnel every six years. The review is the capstone of the Technical College System of Georgia Performance Accountability System (PAS). The PAR serves several purposes including verification of state standards' implementation and monitoring and improvement planning for federal compliance.

The PAR findings are provided to Wiregrass Georgia Technical College's president, faculty, and staff, as well as the TCSG Commissioner. The president and the staff prepare a corrective action plan response for any recommendation made by the PAR team. The Commissioner reviews and issues comments regarding the corrective action plan. The college advises the PAR team and TCSG when the corrective action plan has been completed.

Fiscal Year: The 12-month (July 1 through June 30) business and academic year for WGTC and the Technical College System of Georgia.

Follow-Up Reports: Reports which answer/address recommendations, suggestions, and concerns from teams, committees, etc. and enable constituents to receive feedback in a timely manner.

GALILEO: Georgia Library Learning Online.

GDASSBS: Georgia Department of Administrative Services Statewide Business Services.

GED: General Educational Development.

Goal: A statement about general aims or purposes that are broad, long-range intended outcomes.

Grade: Score reflecting an evaluation of a student's work. Course grades are reflected on the college transcript.

HOPE: Helping outstanding Pupils Educationally.

IE: Institutional Effectiveness.

Institutional Effectiveness Plan: The institution's documented assessment plan that includes reporting plans of annual goals and objectives and follow-up assessment reports of designated departments. The "plan" encompasses the college's policies and procedures for assessment and the reporting the results of assessment.

IFCC: Instructional Faculty Consortium Committee

Institutional Assessment: Process intended to gather and use information for purposes of institutional improvement.

Internal Program Review: An internal, comprehensive review of the college's academic programs is conducted every six years in preparation for the Performance Accountability Review (PAR). This review is coordinated by the Executive Director for Institutional Effectiveness; facilitated by the Vice President for Academic Affairs and conducted by the faculty who evaluate the following: classroom and/or lab environment/s, equipment, PAS measures/benchmarks, data for program enrollment, graduates and placement, student records, student success rates, quality of instructional materials such as syllabi and lesson plans. The results of the evaluations are utilized for continuous improvement and identifying specific needs in the instructional process, physical facilities, equipment, and fiscal needs for future improvements.

IPEDS: Integrated Postsecondary Education Data System – A system of interrelated surveys conducted annually by the U.S. Department's National Center for Education Statistics (NCES). IPEDS gathers information from every college, university, and technical and vocational institution that participates in the federal student financial aid programs. The Higher Education Act of 1965, as amended, requires that institutions that participate in federal student aid programs report data on enrollments, program completions, graduation rates, faculty and staff, finances, institutional prices, and student financial aid. These data are made available to students and parents through the College Navigator college search. Website and to researchers and others through the IPEDS Data Center.

IR: Institutional Research

JRCERT: Joint Review Committee on Education in Radiologic Technology (JRCERT) promotes excellence in education and enhances quality and safety of patient care through the accreditation of educational programs. The JRCERT is the only agency recognized by the United States Department of Education for the accreditation of traditional and distance delivery educational programs in radiography, radiation therapy, magnetic resonance, and medical dosimetry.

KMS: Knowledge Management System

MAERB: Medical Assisting Education Review Board (MAERB) evaluates medical assisting programs according to standards adopted by the American Association of Medical Assistants (AAMA), the American Medical Association (AMA), and the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

MSDS: Material Safety Data Sheet.

NREMT: National Registry of Emergency Medical Technicians – A national certification agency to establish uniform standards for training and examination of personnel active in the delivery of emergency ambulance services.

NTHS: National Technical Honor Society.

Objective: Specific, measurable desired result.

PELL: A federal financial aid program for students.

PeopleSoft: Payroll and financial software for the State of Georgia.

Performance Accountability Review (PAR): Performance Accountability Review – Please see External Program Review.

Performance Accountability System (PAS): The Technical College System of Georgia's institutional effectiveness process, the Performance Accountability System (PAS), is a management process that annually measures performance on a prescribed set of measures and plans for continuous quality improvement throughout the college. PAS evaluation, planning, and budgeting processes are completed for educational program groupings and for the college. Additionally, each functional area measures performance annually and plans for improvements based on assessment results. The program and college information is recorded in the PAS database, and the functional unit information is recorded in a local database. Wiregrass Georgia Technical College faculty and administrative staff participate in this evaluation, planning, and budgeting process for PAS, which is coordinated by the Institutional Effectiveness Division in cooperation with the Academic Affairs division and other divisions of the college.

Portfolio: A collection of students' work collected over time. Portfolios may include a variety of demonstrations of learning and have been gathered in the form of a collection of materials, videos, CD-ROMs, reflective journals, etc.

Post-Secondary: This term refers to education beyond high school (secondary).

Program Review: An in-depth review and analysis of specific programs that occurs on rotating basis of 3 years intended to gather and use information for purposes of program improvement.

Qualifications Summary Report: Report that lists minimum qualifications for the position, nature of the position, responsibilities and performance expectations for the position, as well as the education, certifications, and work experience of the person holding the position. The report also lists years of service with the institution and the state of Georgia.

Quantitative vs. Qualitative: Evidence can be either quantitative (numbers, figures, etc.) or qualitative (text – summary).

Rubric: A scoring guide: A list or chart that describes the criteria that is used to evaluate a completed assignment. (Linda Suskie, *Assessing Student Learning: A Common Sense Guide*)

Retention Rate: The percent of students remaining within an institution once matriculating through the institution.

SACS/COC: Southern Association of Colleges and Schools/Commission on Colleges.

SAT: Scholastic Aptitude Test.

SBTCSG: State Board of the Technical College System of Georgia.

Triangulation: The collection of data via multiple methods in order to determine if the results show a consistent outcome.

Standard: Benchmark against which the evidence is compared.

Student Learning Outcome (SLO): What the student will know, think, or do with what they have learning – a behavior.

Student Learning Outcome Report (SLO Report): A report listing all student learning outcomes, the identified assessment method/s, analysis, and the use of results for improvements. This report can be generated by admin unit, program unit, or for the entire college.

TCSG: Technical College System of Georgia.

TCSG Standards: General Program: General Program Standards are standards that apply to all credit programs of study approved by the State Board of Technical and Adult Education.

TCSG Standards: Institutional: Institutional Standards are all standards that must be followed by all technical institutes.

TCSG Standards: Program Specific: Program Specific Standards and Course Guides listed by program groups.

Teach Out: Students currently enrolled in a program that is being discontinued. Students will be given ample time/opportunity to complete a program of study in teach out.

VA: Veterans Administration.

VPAS: Vice President for Administrative Services.

VPED: Vice President for Economic Development.

VPEM: Vice President for Enrollment Management.

WGTC: Wiregrass Georgia Technical College.

WIA: Workforce Investment Act.